

The Language of Poetry



Lesson Preparation

Daily Lesson 2	READING	
	TEKS	Ongoing TEKS
	E1.Fig19B E1.2C E1.3A E1.7A E1.26A	
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Literary techniques are used to heighten interest, appeal to an audience, and effectively communicate a message. <p>— How does a poet's use of literacy devices enhance meaning?</p>	
Vocabulary of Instruction	<ul style="list-style-type: none"> Diction Imagery Irony Sarcasm Paradox 	
Materials	<ul style="list-style-type: none"> Teacher Reader's Notebook (1) Reader's Notebook (1 per student) Writer's Notebook (1 per student) Poetry collections from Daily Lesson 01 Chart paper (if applicable) 	
Attachments and Resources	<ul style="list-style-type: none"> Teacher Resource: English I Unit 2A Writing Appetizer (1) 	
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Prepare Anchor Chart: Diction and Imagery in Poetry by listing examples of each in a two-column chart. See Background Information or IFD for specificity. Select three poems from the prepared unit collection. Prepare to model identifying and analyzing the use of diction and imagery. Choose 	

Daily Lesson 2	READING
	<p>pieces that contain at least 2–3 examples. Prepare historical/cultural background information as needed.</p> <p>4. Refer to: Teacher Resource: English I Unit 2A Writing Appetizer. Prepare accordingly.</p>
Background Information	<ul style="list-style-type: none"> • Diction – choice of words in speaking or writing for clear and effective expression • Imagery – the use of language to create mental images and sensory impressions (e.g., the imagery of the phrase such sweet sorrow). Imagery can be used for emotional effect and to intensify the impact on the reader. <p>Diction and imagery include, but are not limited to:</p> <ul style="list-style-type: none"> • Controlling images • Figurative language – language not intended to be taken literally but layered with meaning through the use of imagery, metaphors, and other literary devices • Understatement – a rhetorical technique, often incorporating irony and humor, in which something is represented as less than it actually is. • Overstatement – an exaggerated statement • Irony – a literary technique used to create meaning that seems to contradict the literal meaning or events • Verbal irony – the use of words in which the intended meaning is contrary to the literal meaning (e.g., <i>I could care less</i>) • Paradox – a seemingly contradictory statement that on closer scrutiny reveals a deeper truth (e.g., <i>life is but a dream</i>) • Symbolism – the use of symbols to represent abstract ideas in concrete ways (e.g., The United States flag stands for freedom.) • Allusion – a reference within a literary work to another work of literature, art, or real event. The reference is often brief and implied.
Teacher Notes	

Instructional Routines

Daily Lesson 2	READING
Duration and Objective	Suggested Duration: 50-60 min. <u>Content Objective</u> : Students analyze the effects of diction and imagery in poetry.
Mini Lesson	<ol style="list-style-type: none"> 1. Writing Appetizer 2. Display and discuss Anchor Chart: Diction and Imagery in Poetry. Instruct students to record the information in the Reader's Notebook. Using one of the selected poems, share specific examples of each in context as needed. 3. Display or distribute the other selected poem and explain its historical and cultural setting. 4. Ask for student volunteers to read aloud the poem. Instruct students to pay close attention to the language the poet uses to convey the message. 5. With a partner, students refer to the Anchor Chart to identify diction and imagery in the poem. 6. Use the following prompts to facilitate a discussion about the poem as students take notes in the Reader's Notebook: <ul style="list-style-type: none"> • Describe the effects of diction and imagery in the poem. • Explain how the figurative language used is indicative of the cultural and historical setting of the piece.
Learning Applications	1. In Collaborative Groups , students read another poem from the class collection and analyze the effects of diction and imagery in the piece.
Closure	1. Each group shares an example of diction and/or imagery from their poem and describes the effects on the poem.